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ABSTRACT

These guidelines for developing a model for an integrated comprehensive career education program in North Carolina at the elementary and secondary levels include a mission statement, a career education rationale, a wide range of educational objectives, and key considerations for statewide implementation of the career education concept. An advisory committee of leaders from business and industry, the professions, parents, and teachers will provide feedback from the home and community and will help coordinate community resource persons and activities. A multimedia approach will involve students in "real-life" activities that focus on self-understanding, career awareness, and the development of positive attitudes. Special programs for the disadvantaged, cooperative programs, and evening high school pilot programs for students with special needs will be provided at the secondary level. A curriculum planning program, articulation planning, and a career choice guidance program will provide information for target school personnel. Long-range diffusion activities will be carried out by city and county administrative and supervisory personnel. Included in the guide are suggested exploratory learning activities, teaching procedures, and resource lists. (AG)

ED 073308

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GUIDELINES

FOR THE

OPERATION, DEMONSTRATION, EVALUATION AND DEFUSION OF A MODEL FOR A COMPREHENSIVE CAREER EDUCATION PROGRAM

IN

NORTH CAROLINA

K-14

FILMED FROM BEST AVAILABLE COPY

CALDWELL COUNTY

LENOIR, NORTH CAROLINA

1972

VT 019092

MISSION STATEMENT

The mission of career education is to provide all students opportunities to develop understandings of the possibilities for employment, and to build and strengthen knowledge acquired throughout educational experiences. The career education concept will aid in developing attitudes for individual improvement related to self-determined career objectives and will foster the understanding for the need of continuous self appraisal necessary for success in the world of work.

Career Education

"Career education is a process which provides the student opportunities to become aware of the various possibilities of employment upon completion of his present educational program. It will help identify other possibilities, if additional educational programs are completed. This concept is accomplished through activities in all areas of instruction which build onto knowledge the student acquires and will provide further information toward career understanding and development. The process provides a mutually beneficial 'whole educational concept' for a relevant instructional program. It is a guide through which our youth can be directed to acquire occupational awareness and promotes the attitude that constant re-examinations of opportunities as they are related to individual potential. Through this process of constant evaluation of opportunities and individuals' potential, the youth of our state will develop a knowledge of career information and will develop a better understanding of the relationship between the goals of education and the opportunities in the world of work."

- Career education is needed by and can be invaluable to all.
- Career education provides the process through which the educational system may focus on the total career development of our citizens.
- Career education is an educational process organized and conducted by educators, parents, employers, and students.
- Career education, in order to be effective, must be comprehensive, dynamic, programmatic, and integrative. It must involve <u>all</u> possible community resources.
- Career education provides the education system one of the methods to individualize the instructional program.
- Career education emphasizes the development of attitudes and capabilities in our youth and adults. It provides educational activities which aid the citizen in developing the capacity for making realistic choices of career goals.

OBJECTIVES OF CAREER EDUCATION

1. To introduce students to the world of work.
2. To provide activities which will develop an opportunity for self-improvement.
3. To provide continuous and sequential development of the career decision making process.
4. To stimulate student understanding of the need for positive work attitudes.
5. To stimulate student understandings of the need for the evaluation of individual behavior.
6. To develop appreciations and understandings of democratic values which are inherent in our free enterprise system.
7. To incorporate career education activities in our curriculums in the public schools.
8. To provide relevancy for the entire educational process.

KEY CONSIDERATIONS FOR IMPLEMENTING THE
CAREER EDUCATION CONCEPT

The career education concept has made several attempts to work its way to the forefront in our educational structure. This attempt for recognition has been made under several labels but failed to gain support from our educational leadership. The present concept is not a fragile one but will still suffer defeat unless several key issues are resolved before a statewide program can be implemented. Some of these key issues are:

1. Stated goals and policies of the State Department of Public Instruction and the State Board of Education as reflected toward career education development.
2. Organization and administration of career education within the local and state agencies.
3. Trends and projections of population, school enrollments, and demand for programs as reflected in manpower and employment needs.
4. Quality and performance of personnel development activities supported by local and state education agencies.
5. Financial resources available for career education personnel development.
6. Need of public support of career education programs.
7. Personnel development programs (pre-service and in-service.)
8. Policies of the state agency responsible for certification and employment of career education personnel.
9. Quality and performance of local manpower requires development of appropriate training and education programs.

10. Quality and performance of career education program offerings in elementary schools, secondary schools, and community colleges.

11. Status of statewide educational planning for career education.

12. Status of evaluation of career education programs.

13. Need for personnel to staff career education programs in terms of numbers and competencies.

14. Developmental processes and conflict resolution methods of use in the refinement and change of statewide educational policy.

15. Status of teacher training institutions in the development and implementation of career education concept as part of their teacher training programs.

ADVISORY COMMITTEES

Advisory Committees have been established at each of the four levels. People from industry, business, the professions, parents and teachers have been included on each committee.

I. Committees' purpose and functions

The main purpose of the Advisory Committee is to establish communication lines between the school and the community whereby the quality of the career education program may be maintained and further improved.

In order to accomplish its intended purpose the following functions are recommended:

A. To serve in a counseling and consulting capacity for the Career Education Project.

B. To assist teachers in the following activities:
   (1) Planning activities which will be of interest and value to students.
   (2) Revising the program to meet the changing needs of students preparing for the world of work.
   (3) Developing and conducting a good public relations program.
   (4) Developing a community resource list.
   (5) Establishing a "buddy" system for teachers.

C. To evaluate the Career Education Project. This should be done continuously in order to ascertain whether the program is meeting the needs of students.

II. Organizational Structure

A. Selection of Chairman

Duties of the Chairman:

The primary responsibility of the chairman is to preside at all committee meetings, to appoint all short term sub-committees, to represent this committee when it is deemed desirable or necessary, and to call special committee meetings.

B. Selection of Secretary

Duties of the Secretary:

The primary responsibility of the secretary is to take and record the minutes of each meeting and to notify members of the time, date, and location of each meeting.

C. Committees

(1) Public Relations
(2) Resource List
(3) "Buddy" System
(4) Volunteer Teacher List

TARGET POPULATION FOR THE CAREER EDUCATION PROJECT
K-14

CALDWELL COUNTY SCHOOLS	TEACHERS	STUDENTS
Collettsville Elementary School	16	429
Gamewell Elementary Schools (grades 6,7,8)	12	389
Gamewell-Collettsville High School	28	588
TOTAL	56	1,406

LENOIR CITY SCHOOLS	TEACHERS	STUDENTS
West Lenoir School	14	375
Lenoir Junior High School	23	425
Lenoir Senior High School	26	460
TOTAL	63	1,260

	TEACHERS	STUDENTS
Caldwell Community College and Technical Institute	37	900

TOTAL NUMBER OF TEACHERS..... 156

TOTAL NUMBER OF STUDENTS.....3,566

K-6
MISSION STATEMENT

The mission of the Career Education Program for kindergarten through grade six is threefold. First, the experiences in which the children will be involved will relate activities in every subject area to the wide world of work within the home, school, and community, establishing a broad foundation of awareness and information about careers. This will be accomplished through a multi-media approach - literature, visual aids, hands-on activities, field trips, and speakers from a wide variety of occupations. Second, the school and all aspects of the community will be brought into a closer relationship with each other. An advisory committee will be established to provide feedback from both groups and to help coordinate community resource persons and activities in the schools. Third, children will be involved with experiences which will lead them toward a better understanding of their own personhood. These experiences will focus on self-understanding and the development of positive attitudes toward themselves, others, and the world of work.

K-6 OBJECTIVES
FOR CAREER AWARENESS AND INFORMATION

1. To acquaint 5-8 year old children with as many forms of work as possible.

2. To provide activities through which these children will enter freely into verbal and written communication with others about work.

3. To provide information about careers for 9-12 year old children through oral communication, reading, writing, listening, and observing.

4. To provide many "on the spot" experiences through which children can observe different forms of work.

5. To provide experiences which emphasize both advantages and disadvantages of various types of work.

6. To provide experiences which will facilitate the growth and development of a positive self image for every child.

7. To provide experiences which will lead the child to a broader understanding of himself as a person.

8. To provide experiences which will lead the child to a broader understanding of others (peers, adults and parents, etc.)

9. To provide experiences which involve decision-making.

10. To provide experiences in problem solving.

11. To provide experiences which will facilitate the growth of self-discipline and personal responsibility.

GRADE LEVEL ORGANIZATION FOR K-3 AWARENESS PROGRAM

K-1: "Careers in Our Families"

A study of the various careers in which the children's family members are involved (those which directly involve the family unit and those with which the children are familiar - postman, milkman, etc.)

GRADE 2: "Careers in the Community"

Personal Services, Health Occupations, Business and Office, Marketing and Distributing, Manufacturing, Public Services, Education.

GRADE 3: "Careers Past & Present"

Transportation, Communication, Agri-Business and Natural Resources, Construction, Consumer and Homemaking Occupations

GRADE LEVEL ORGANIZATION FOR 4-6 INFORMATION PROGRAM

GRADE 4: "Careers in North Carolina"

Fine Arts and Humanities, Consumer and Homemaking Occupations, Manufacturing, Marketing and Distribution, Hospitality and Recreation, Marine Science, Agri-Business and Natural Resources, Environment

GRADE 5: "Careers in the United States" (North, Central, and South Americas)

GRADE 6: "Careers of Other Lands" (Europe, and U.S.S.R.)

Inclusion of all career clusters.

Career Education will be interwoven into all areas of the existing curricula at all grade levels.

A SPRINGBOARD FOR CLASSROOM ACTIVITIES FOR K-3

1. Have children role-play careers.

2. Have a day when children come to school dressed to represent some career.

3. Have each child make a "Me" book, including original stories, poems, pictures, magazine pictures, photographs of themselves and other people with whom they come into contact.

4. Invite parents, businessmen, workmen, etc. into the classroom to tell about their work. (During the first conference, P.T.A., etc. urge parents to take pictures, collect pamphlets, etc. You may want to have an inexpensive instamatic available for those who do not have cameras.)

5. Take field trips to as many places of work as possible.

6. Set up a "Careers Center" in your room. Children can help build this center by bringing some of their equipment, materials, products, uniforms, advertisements, etc. used on the job.

7. At different times during the year, set up a grocery store, post office, bakery, beauty shop, barber shop, etc. in the classroom.

8. Encourage children to write stories, poems, etc. about their careers activities.

9. Have children cut pictures from magazines of people working. Paste these on cards and place in a large box. Each child draws a card:
   1. If he names the worker correctly, he keeps the card.
   or 2. If he tells what kind of tools are needed for the job, he keeps the card.
   or 3. He hides his card and acts out the job while others try to guess.

10. Match the career "name" to the picture.

11. Match the tool to the type of work... You will need one set of "tool" cards and one set of "people at work" cards.

12. Sort pictures of tools (or use the real thing if possible) into groups.
    EXAMPLE: tools used by a homemaker, tools used by a doctor, tools used by a home builder.

13. Cooking Activities
    Begin a recipe file of simple recipes which involve the use of measures. (1 cup, 1 oz., 1 lb., 1/2 cup, 1/4 cup, 1/3 cup, 2/3 cup, etc.)

14. Measuring Activities
    Measure different objects in school involving 1 yard, 1 foot, 1 inch, 1/2 inch, 1/4 inch, 1/3 inch, etc.)

15. Sewing Activities

16. Sand and Water Activities using gallon, quart, pint, and cup measures.

17. Construction Activities involving wood, tin cans, fabric, etc.

18. Establish a classroom business. You might have your class make abacuses, bird feeders, bird houses, candles, etc.
    A. Your class will need to decide what jobs need to be done and designate children for each of the jobs.
    B. Decide what materials are necessary and assemble them.
    C. Work out an assembly line.
    D. Make objects in assembly line method.
    E. Have finished objects quality inspected.
    F. Package Objects.
    G. Price Objects.
    H. Sell Objects.
    I. Keep records of expenditures, profits, etc.
    J. Evaluate Project.

    REMEMBER: It is the process, not the product that is important.

19. Make puppets representing different careers. Make a stage, write puppet shows. Put on a puppet show for other classes. You might charge a small entrance fee, work out an advertising campaign, etc.

20. Make a careers colage using magazine pictures.

21. Make clay models representing different careers. Check into the possibility of having this work fired. (Kilns are available at the recreation center.)

22. Make concrete blocks by pouring concrete into 1/2 pint milk cartons.

23. Use commercial games such as "Monopoly" or "Jeopardy."

24. Using rolls of brown paper, have children draw around each other in an "on the back" position. Cut out using double thickness of paper. Stuff the figure. Each child can dress themselves as the worker of their choice.

25. Play "Twenty Questions" to guess the job of a worker.

26. Build four (4) language arts trees (writing, reading, listening, speaking) and decorate the trees with pictures or names of workers who need to use these skills.

27. Plant flowers, shrubs, vegetables, etc. on the school grounds.

28. Children can be taught to use most of the mechanical equipment in the school. They need experience in operating filmstrip projectors, movie projectors, mimeographing machines, typewriters, etc.

29. Utilize filmstrips, films, books, etc. about careers available in your own school.

30. Keep a book of field trips. Add a new account each time a trip is made.

31. Keep a class picture-story book, using pictures children have made on their visits into the community. "Workers We've Met in Lenoir", etc.

32. Keep a record of all people who have talked to your class. Children can take turns writing brief accounts of the visit.

33. Write thank-you letters to all places visited and to those who have visited you.

34. Publish a class newspaper.

REMEMBER: The most important ingredient in a career education program is a teacher who is "tuned-in" to the world of work herself. The possitilities are limitless in all areas of the curriculum.

A SPRINGBOARD FOR CLASSROOM ACTIVITIES FOR 4-6

1. Maintain a careers center in your classroom.
2. Invite resource persons into your classroom to discuss their job.
3. Set up a travel bureau in your classroom. Go through the process of planning the trip, planning clothing needs, requirements for out of the country travel, passports, taking the trip, etc.
4. Make a model of the furniture industry.
5. Make a simple piece of furniture.
6. Visit several of the major industries of North Carolina.
7. Make a piece of clothing.
8. Make a plaster of paris map of the area you are studying. Identify the major source of employment on each area of the map.
9. Prepare a transparency for use on an overhead projector of an area being studied. Show the major resources of the region. Name the primary occupations on an overlay.
10. Write letters to public relations representatives of manufacturing, industry, etc. for information on career possibilities.
11. Review local and state newspapers for information about careers. Publish a class newspaper.
12. Make a map of the community showing some present and potential employment needs.
13. Play "Twenty Questions" to guess the job of a worker.
14. Using a roll of shelf paper, draw a picture story of an occupation and show it as a TV program using a box with a cut out.
15. Role-play job interviews.

16. Schedule visits to see three persons in the community. Using a tape recorder and prepared questions, tape the interviews.

17. Select two individuals in the community who have positive attitudes toward their job. Interview these people and report on the effect that attitudes have on work.

18. Using library reference materials, films, filmstrips, carry out research projects on careers.

19. During the year, each child may keep a file or book on the people and careers with which they have touched base.

20. Using an 8 mm. camera, film the story of a particular career.

21. Design and construct a game. Teach a young child how to play it.

22. Participate in a debate on the topic "Resolved: Homemakers need to be educated to contribute to the family goals."

23. Plan and prepare refreshments to be served when resource persons are invited to the class.

24. Observe the growing process of a home or building being constructed. Draw the floor plan for a home.

25. Make a comparison study of the prices of several specific items at different grocery stores.

26. Visit a small business in the community. Example: Doughnut Castle: Interview the owner regarding the kind of math skills needed to:
    1. Measure ingredients.
    2. Determine quantity to be produced.
    3. Calculate amount of ingredients to purchase.
    4. Calculate amount of packaging supplies to purchase.
    5. Calculate cost of baked goods to the consumer.
    6. Calculate sales tax.
    7. Calculate amount of rent and cost of supplies for maintenance.
    8. Calculate earnings of employees.

27. Interview people representative of a variety of types of work seeking information regarding:
    1. Weekly transportation costs to and from work.
    2. Weekly costs for food, clothing, clothing maintenance.
    3. Weekly costs for child care services.
    4. Personal services.
    5. Insurance, retirement, etc.
    6. Contributions.

28. Work out a family budget.

29. Visit a local restaurant and, using the health examiner's form, rate the restaurant as to grade, license. Compare with the health examiner's evaluation.

30. Visit an art gallery.

31. Play the game "Body Language" to demonstrate the ability to express self non-verbally and develop the ability to respond to non-verbal expression of others.

SUGGESTED SUPPLIES AND MATERIALS NEEDED FOR
K-3 CAREERS PROGRAM

Cash Register
Toy money or real money
Telephone
Sales Slips
Receipts
Tax Charts
Trays
Dishes
Silverware
Pots & Pans
Menus
Fabric Scraps
Large-eye needles
Thread and yarn
Wood scraps
Hammers
Nails and Brads
Screw Driver
Brace and Bits
Hand Drill
Rasps and Files
Sand Paper
Pliers
Paint Brushes
Saw Horse
Hinges
Brackets
Handles, Knobs
Catches
Braces
Hooks
Screw Eyes
Switches
Wire
Bell
Magnet
Checks
Deposit Slips
Ink pad for taking finger prints
Hats of different workers
Blocks of different sizes
Doctor's kit
Doctor's tools (stethoscope, thermometer, etc.)
Cot for patients (children might make one)
Vault (Use box or children might make one)
Stove, Sink (may be made from wooden boxes)
Saws: 1) Hand 2) Back 3) Coping 4) Vibrator
Small traffic signs
Whistles
Magazines
Camera and Film
Measuring Cups
Measuring Spoons
Sand
Sears Catalog
Clay
Rolls of brown paper
Concrete mix
Mixing bowls
Muffin tins
Cake pans
Mixing spoons
Washers
Nuts and bolts
Steel Wool
Putty sticks
Screws
Varnish, shellac, stain
Turpentine, paint thinner
Nylon masonry line
Flashlight, Batteries, Bulbs
Levels: 1) 18 inch level,
2) Line Level
Cartons, cans, etc., for store

ADDITIONAL PERSONNEL

The guidance counselor, in conjunction with the classroom teacher, will work with students in small groups and individually to provide experiences through which each child will become aware of himself as a unique and worthwhile person. The guidance program will be coordinated with units being carried on in the classroom.

The guidance materials resource technician will be responsible for maintaining the materials resource center in each school. She will also help collect career unit materials for the classroom teacher.

The paraprofessionals will aid the classroom teachers in carrying out career related activities with children in small groups.

MISSION STATEMENT

The mission of career education for the middle grades and junior high school is to provide experiences, both direct and vicarious, which will supply first-hand knowledge of the world of work; to provide an opportunity for students to explore their capabilities, to appraise their potential and to build self-confidence.

By relating subject matter to the world of work, the classroom teacher can make school and community life more meaningful.

OBJECTIVES FOR GRADES 6-9

1. To assist students in developing a positive, realistic self-concept.

2. To assist students in acquiring attitudes and skills necessary for working and living in a rapidly changing technological society.

3. To assist students in developing desirable attitudes toward work and a recognition that there is dignity in every occupation and an appreciation for the contributions which each occupation makes to our society.

4. To expose students to a variety of career information and experiences through which they may practice creativity, initiative, and decision-making in problem oriented activities pertaining to career planning.

5. To help students become aware of the options open to him in choosing a career or careers which will permit him to live his life as a fulfilled human being.

CAREER EXPLORATION PROGRAM
GRADES 6-9

Implementation of Career Education Into
All Areas of Instruction

Since it is through the classroom that the real impact of Career Education will come, the career concepts can best be integrated into every area of instruction.

I. Some Suggested Exploratory Activities

A. In Language Arts

Through the use of different types of language arts activities, the teacher will provide an opportunity for the students to become aware of the need for communication skills as they relate to individual student's career-interest.

1. Teachers can become aware of the student's individuality by having him complete a series of open-end statements such as "I wish...", "The things I like to do most are...", "It makes me happy when...", "I get angry when...", etc.
2. Students prepare a scrapbook of pictures illustrating work activities.
3. Students debate the values of a particular career and its contribution to society.
4. Students study the methods of a job interview and role-play the part of the interviewer and the interviewee.
5. Students prepare, as a group or as individuals, a list of rules for getting along with people of different types (e.g. Boss with fellow workers, new employees, friends who work on the same job, etc.)
6. Students write a definition of unskilled workers, a definition of semi-skilled workers, skilled workers, and professional workers.

B. In Social Studies

1. Students keep a record for one week on the different types of workers. The record will include:
   (a) Name of job
   (b) Type of business organization
   (c) Goods or services produced
   (d) Who will use goods or services
   (e) Community activities in which workers are involved

2. Using stick puppets to portray workers, students will write and present an original skit entitled "Who Runs My Community." Speculate on what would happen if one actor in the "cast" did not do his job adequately.
3. Students make a list of job nicknames:

Job Names	Job Nicknames
Mechanic	Grease Monkey
Singer	Crooner
Policeman	Cop
Foreman	Straw Boss
Textile Worker	Lint Head
Upholsterer	Tack Spitter

4. While studying the jobs in societies different from our own, such as Russia, Eskimo, or the South American Indian, the students should make a list of occupations and tell how they contribute to that society.
5. Students name ten industrial concerns in the community and write a brief description of the type of work that takes place in five of them and what effect it has on community life.
6. Students sketch a large map of their county or town with industries and opportunities identified and located.
7. Teacher describes career possibilities pertaining to the social sciences.

C. In Math

1. Students participate in the planning and setting up of a math corner. The student could help with making and painting the shelves and in making items to be included in the corner. (e.g. home-made counting devices, puzzles, math games, money cards, abacuses, etc.)
2. Students interview a personnel manager about what it means when employees are late for work, how it can cost the company, etc. Summarize the findings in a chart or graph for the class.
3. Students develop a chart showing the general employment trends in selected occupations over the past five years.
4. Students make a scrapbook on ten occupations in which math competencies are necessary for career success. Describe briefly the kind of work done in each.
5. Students prepare a budget of how they would spend their money per week, per month, per year. Each should assume he is married and has two children.

D. In Science

1. Students using an experiment from a science textbook, correlate tasks performed in the experiment with occupations in the community.
2. Students select two scientific occupations of interest to them in which scientific competencies are necessary. Make a tape to include the following types of information related to getting a job and being promoted in these occupations:
   (a) Educational requirements
   (b) Training needed
   (c) Skills performed
   (d) Personal qualifications
3. Students construct a radio and/or other communication activities relating to career opportunities in the science area.
4. Following a career investigation and a visit to a chemical plant, students should prepare a model or diagram to explain the processes employed and the products produced.
5. Teacher acquaints students with scientifically oriented careers.
6. Students correlate skills of science to various occupations.
7. After a visit to a hydroelectric site, students can relate the probable environmental and ecological contributions and/or damages done to the area.

E. In Art

1. Students create a scene depicting a work activity of their interest.
2. Students draw simple cartoons depicting children playing and working together. Include all personality types (e.g. shy, brave, bully, etc.)
3. Students develop a mural; select certain career clusters to depict.
4. Using stick models to portray workers, students present an original scene illustrating art's contribution to careers.
5. Students draw sketches of five occupations in which people earn a living.
6. Students draw, color, or paint labels of their own design. These may be for groceries, clothes, automobiles, or any other product with which he is familiar.
7. Teacher explains various art careers and how to prepare for them.

F. In Physical Education

1. Students would analyze their physical characteristics as related to various job requirements. Would they be limited to selecting certain jobs because of their physical characteristics? What can the student do to overcome this?
2. A student selects a game or sports activity in which he excels and acts as a group leader for this activity in class.
3. The students arrange to volunteer or participate in community recreation activities...week-end and evening volunteer work.
4. Students identify and demonstrate various jobs in which agility, hand dexterity, etc. are important skills.
5. Teacher demonstrates to the students, an individualized physical education experience as an opportunity for release of emotions.
6. Students design and make a bulletin board illustrating the production of physical education equipment and supplies.
7. Teacher informs students of the opportunities available in the world of sports and physical education.

G. In Music

1. Students divide into small groups to make rhythm or musical instruments. (Each group will develop one type of instrument.)
2. Students make a scrapbook on ten occupations in the area of music. Describe briefly the kind of work done in each.
3. Teacher demonstrates to the students an individualized music experience as an opportunity for release of emotions.
4. Teacher illustrates the possibilities of music developing from an avocation into a vocation.

II. Community Resource People

Our second approach to bring the career education concept into existing classrooms will be through the use of community resource people. We will broaden community activities to include the classroom by inviting people from the working world to relate their jobs to students and assist teachers in projects. They will also assist in planning field trips to their respective businesses.

In this area, we will utilize community volunteers which will relate their work experiences to educational needs in order to familiarize students with competencies expected by future employers and needed for self-employment.

III. Subject Resource Specialist

This program is designed to seek out and help students who, for whatever reasons, are leaving our schools before high school graduation, unprepared to face the world of work. The approach will be as follows:

A. Identification of potential drop-outs will be made during the elementary school years. This agreement will be made by classroom teachers working with Career Education Guidance Personnel and the Subject Resource Specialist in the school.

B. As soon as potential drop-outs are identified, a special record on these students will be maintained by the guidance counselor and individualized sessions will be initiated so that the student's problems can be analyzed and an appropriate program designed to aid the individual.

C. A subject resource specialist will be employed to work individually or with small groups. Teaming with the student's classroom teachers, a special effort will be made to strengthen his identified weaknesses in the basic academic skills so that he may be successful in high school.

IV. Mini-unit Concept

Through the activities of a mini-unit concept, community resources can be tapped in order to provide a more relevant and realistic approach to education by demonstrating to the students the skills needed for career success.

The mini-unit (which can be used in all areas of instruction such as English, science, math, etc.) focuses on one particular career. It is designed as a concise and comprehensive unit which lasts one week.

1st day of instruction in this particular unit---
Introduce Career Area
2nd day - Resource Speaker
3rd day - Field Trip
4th day - Involvement Activities
5th day - Summary and Evaluation

V. Special Career Oriented Areas of Instruction

In order to provide students with a realistic approach to understanding career concepts and the need for remaining in school to develop their individual potential; it is necessary for us to provide exploration which will afford an opportunity for students to develop the concept of a broad education.

Some extended career oriented areas of instruction will be in the courses below. These areas will give students an opportunity to explore and have a broader understanding of the specialization courses which will be available to them upon arrival at the high school.

LENOIR JUNIOR HIGH SCHOOL

GRADE 7: Introduction to Career Clusters

This introduction to the fifteen clusters will provide experiences in a classroom utilizing community resources, field trips, exploration of career information, use of career films, etc.

1. Communication and Media
2. Marine Science
3. Transportation
4. Fine Arts and Humanities
5. Consumer and Homemaking Education
6. Construction
7. Marketing and Distribution
8. Environment
9. Business and Office
10. Agri-Business and Natural Resources
11. Health
12. Hospitality and Recreation
13. Personal Services
14. Manufacturing
15. Public Service

GRADE 8: All students in grade 8 will be provided an opportunity, on a rotation basis, to explore all of the four areas below.

Introduction to the World of Business
Introduction to the World of Manufacturing
Introduction to the World of Home Arts
Introduction to the World of Communications

Through this sequential developmental process, the students will be exposed to the major areas of job opportunities within our region and community.

GRADE 9: Manufacturing Processes
Exploration of Career Opportunities
Home Skills

COLLETTSVILLE ELEMENTARY SCHOOL
and
GAMEWELL ELEMENTARY SCHOOL

GRADES 6,7,8:

All students in grades 6,7,8 will be provided an opportunity, on a rotation basis, to explore all of the four areas below.

Introduction to the World of Business
Introduction to Home Arts
Introduction to Career Clusters
Introduction to the World of Manufacturing

VI. Guidance Program

A. With Teachers

In an informal seminar session, let teachers, counselor, and coordinator get to know each other. Then share ideas on career education and get interchange of feelings and ideas. Keep sessions from being lengthy. This is very important to the project, for good working relations must be established.

B. With Students

1. The counselor will obtain a list of students in each school. The counselor will meet all students in arbitrary groups of six to eight students. During this first interview, he will discover each student's interests, goals, etc. Too, he should be able to pick up on attitudes, behavioral difficulties, etc. After each thirty minute session, the counselor should record his data for an anecdotal record he will make for each student. Copies of this record will be sent to all teachers who come into contact with the student.

2. After the first group session with all students, the counselor should regroup students (6 to 8) according to attitudes or career interests. After counseling individually those with attitudinal or behavioral difficulties, the counselor can then feed them into interest groups. For students who have no career interest, group them together and make known job clusters. The counselor will determine the number of sessions it takes to work through attitudinal difficulties. With students who do feel they know what they want to do in life, they should be given the opportunity to explore the job clusters.

C. Counselor Activities

1. Make use of audio-visual materials in small group sessions
2. Role-playing - different jobs
3. Field trips to various job centers
4. "Buddy" program

D. Evaluation Techniques

1. Pre and post tests on job knowledge or work knowledge of students
2. Counselor will be at Lenoir Junior High School three days a week; Gamewell, two days a week
3. Experimental Group A - LJHS (an urban school)
4. Experimental Group B - Gamewell (a rural school)

E. Public Relations

1. PTA meetings - demonstrate "what's going on in career education" to parents by using movies made by counselor of what he's been doing with students or by doing a live group session - Get parental feedback
2. Set up group meeting with parents. This is a time they can share their problems concerning their children. Let them meet more than once if they desire. <u>Encourage</u> them to meet more than once.
3. Night sessions (preferably both parents)
4. Night sessions with parents and children
5. Group session with teachers - share frustrations as well as ideas
6. Conference with principal - may be good idea to include teachers and students to share ideas

REMEMBER in all group sessions, keep small - no more than <u>10</u>

VII. Summer Program

Summer program will be developed during the present school year.

OBJECTIVES FOR GRADES 9-12

1. To assist students in selecting educational and training programs in terms of their needs, interests, and abilities.

2. To assist students in developing values that will aid them in converting vocational preference into reality.

3. To help students formulate a personal definition of work.

4. To help students analyze their vocational choices in terms of their interest, abilities, and aptitudes.

5. To help students understand the degree to which hobbies and interests affect their career choice.

6. To assist students in meeting the requirements of basic education necessary for job entry and/or further education.

7. To provide opportunities for students to demonstrate basic vocational skills in self-determined career areas.

8. To provide opportunities for students to participate in a realistic work situation as a part of the school program.

9. To provide activities which will aid the students in developing positive attitudes toward retraining necessary for continuous career success.

10. To provide activities which will assist students in developing and understanding of the career ladder of their occupational interest.

This program will be carried out in a three-phase operation:

1) Phase One will include involvement of all subject areas as they relate to success in job opportunities. It will also include direct contact with personnel now employed in a student's interest area in order to obtain first-hand information related to specific career areas. An organized shadow program will include: Taking students either individually or in small groups to business, industrial, and professional people and letting students work side by side with employees in their area of interest.

2) Phase Two should include opportunities for co-op work experiences and/or an intern program to provide an alternate career objective.

3) Phase Three involves each student demonstrating a salable skill at some point before the completion of the college parallel program.

This three-phase process will provide alternatives for students enrolled in a college transfer program.

V. Operation Success High School Diploma Program

By accepting the responsibility for developing the potentialities of disadvantaged adolescents, for making "somebodies" out of young people who according to their own self-evaluation are "nobodies," we undertake this program. This will include the involvement of community agencies which identify these persons as their target population.

Those to be served are those persons who have academic, socio-economic, cultural, or other handicaps which prevent them from succeeding in a normally structured high school program and who are 16 years old or older and wish to leave or have left the normal high school.

Student Selection:

1. Students will be admitted to the program according to need.

2. Students will be selected by referrals by one or more of the following persons or agencies:

(a) Principals
(b) Career Guidance Personnel
(c) Teachers
(d) Special Education Personnel
(e) Attendance Officers
(f) Local Supervisors
(g) County and Federal Social Service Agencies
(h) Community College Officials

This program is designed to offer students, who were experiencing difficulty in the regular school curriculum, an opportunity to participate in a personalized academic program. Students will be given assistance in gaining employment and/or skills training during their work experience hours for which they will receive credit for their on-the-job co-op training.

1. Operation Success high school program will operate at the Community College as an addition to their adult high school diploma program.

2. Classes will be structured to meet the needs of these students who would feel uncomfortable in a normal adult high school diploma program.

3. Strong emphasis on guidance will be a major part of this program aimed at improving these students' self image.

4. The classes will be taught on a personalized basis beginning, "Where the Student Is" and moving at a pace the student can maintain.

5. Cooperative work activities and/or skill training will be the responsibility of the Operation Success Coordinator. Working with employers, jobs will be secured for these people. The coordinator will work with the student in making the work experience a meaningful one.

6. Operation Success High School Program will be open to students on a twelve month schedule.

V. Curriculum Planning Program

In order to provide our youth with a sequential and meaningful transition from one educational institution to the other, we feel that it is desirable to establish a curriculum planning program involving present vocational teachers in the target schools and teachers of the same subject areas at the community college. This program will provide for an in-depth study necessary to eliminate undesirable duplication in curricula providing an opportunity for both teachers to become aware of and understand the role that each must play in student skill development. Program planning details will be established by providing time for teachers involved to participate in conferences concerning individualizing their own curricula. This will make it possible for each student to resume studies at the next stage of the educational process.

VI. Articulation Planning

A total articulation plan will be developed at the Caldwell Community College under the direction of the community college coordinator. Course requirements in academic, technical, or vocational programs will be made available and explained to students in all curricula. Students wishing to change from one program to another will be assisted individually by the career education coordinator and guidance personnel to insure minimum loss of credit. A committee will be established to review and evaluate common courses for all programs and to inform faculty and students of procedures necessary for transfer from one curriculum to another.

VII. Career Choice Guidance Program

A career choice guidance program will be utilized to provide information to the target school personnel concerning career opportunities, education opportunities, and employment outlook for various career areas offered at the community college. The career choice guidance program will also keep the community college faculty and staff informed of the on going career education activities in the target schools as well as those in the community college. Students will be made aware of career alternatives through the workshops, mini courses and expanded counseling prior to selection of the career programs of their choice.

LONG RANGE DEFUSION ACTIVITIES

I. In Present Administrative Units

The Caldwell Career Education staff will serve as consultants to the regular full time Caldwell County supervisory staff in developing a career education program at an additional county school not presently involved in the corridor schools. The purpose of this type activity is to establish a system whereby local supervisory personnel can gradually assume the responsibility for the coordination, planning, and supervision of the total career education program as well as provide a systematic method to expand the present program to include all local county and city schools.

These activities will be completed in a three phase program. 1) The first phase will be to involve the supervisors in present activities to a greater degree, including planning, development, and supervision of activities. The purpose of this approach is to acquaint the supervisors with methods, techniques, and procedures for implementation of career activities. 2) In-service program activities on career education for selected school personnel. This workshop will be conducted by supervisors with the aid of materials and activities developed in the career education program. 3) The final phase will be to integrate the career education activities into the regular school program. The career education staff will be utilized only on a consultant basis, providing help and assistance when needed.

II. In Other Administrative Units

The need for testing the transportability of the career education model will be tested by selecting one additional school in a nearby administrative unit. The new cooperating unit will be selected by utilizing information provided by the State Department of Public Instruction, the Superintendent of Caldwell County Schools, and the Superintendent of Lenoir City Schools. The school unit which demonstrates interest and support, and is located within reasonable travel, will be selected. When the new sight is determined, the present Caldwell Career Education staff will visit the new school in order to familiarize the staff to the career education concept. Visits to project schools will be arranged so that the new school staff will have an opportunity to see first hand the function of the career education model. By providing this type introduction

for new personnel, they will have ample opportunity this spring to plan an effective program for fall implementation.

The present project staff will conduct an in-service workshop during the summer months. Once the new staff has had opportunities for visits and in-service training, the career education staff will serve as consultants to local supervisors during the coming year. The career education model will not furnish commercial materials or other funds to the new site, but will provide any instructional units developed through the activities of the model. The regular or full time administrative supervisory staff must assume the major role in coordination and utilizing project personnel in an advisory capacity. This new site can in turn serve as a center for the development of all professional staff in the administrative unit during the coming year.

SUMMARY OF THE TOTAL CAREER EDUCATION PROGRAM

The Career Education Project will assist the community through the development of attitudes desirable for student success. Through experiences gained through the career education program, students will possess a more positive attitude toward achievement of self-determined career objectives. By this process, there will be less failures, and more highly motivated individuals. This will eliminate much of the wasted resources and aid in better serving the total needs of the community.

This program will provide young adults the following traits:

1. They will be aware of their individual strengths and limitations.
2. They will have a better understanding of themselves and of the interaction process with others.
3. They will have had an opportunity to explore areas of interest thereby eliminating areas which there is a likelihood of failure.
4. They will be aware of alternatives in career choices.
5. They will be aware of the educational achievement necessary for career success.
6. By understanding alternatives, they will develop an attitude desirable for retraining, should it become necessary if career plans dictate or change.
7. They will understand the overall need for education if job success is anticipated.
8. They will possess a better understanding of the relevancy of academic areas needed for career success.

All career education activities, presently planned in our public schools will aid in the development of the above positive traits of students. This positive attitude will provide an atmosphere conducive for greater student success.

OPERATIONAL GUIDE

FOR THE

EVENING HIGH SCHOOL

PILOT PROGRAM

FOR STUDENTS WITH SPECIAL ABILITIES

A JOINT EFFORT OF THE

CALDWELL CAREER EDUCATION PROJECT

AND

CALDWELL COMMUNITY COLLEGE
AND
TECHNICAL INSTITUTE

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INTRODUCTION

The Caldwell Career Education Pilot Program and the Caldwell Community College and Technical Institute will establish and operate an evening high school for students with special needs who have recently withdrawn from the schools of Caldwell County. The evening high school will be designed to serve youths with special needs who have not benefited sufficiently from the traditional high school program to enable them to adjust effectively to career opportunities in our community. In addition to the standard high school equivalency program, the school will stress career education, vocational counseling, job development and job placement for those who are able and wish to work. It will be a pilot program, established as an integral phase of the Caldwell Career Education Pilot Project.

The purpose of the program is to attack one of the critical problems facing public education today -- the problem of school dropouts. Young people drop out of school for many reasons. Often they drop out to seek employment, hoping to improve the family income or to obtain some of the things which set them apart economically and socially from their more affluent peers. Unfortunately, however, they are seldom equipped for anything other than entry level jobs in low paying industries, and they have not developed the personal discipline and interpersonal

skills necessary for successful employment over a long period of time. But, whatever the causes may be, it seems clear that these recent withdrawals and potential dropouts have special abilities which are not being developed and special needs which are not being met.

The evening high school is designed to meet some of the special needs of the dropout and the students with special needs. It will provide a second chance at success in the academic area——there will be no failures in the evening high school——and it will offer additional assistance, beyond the capabilities of the traditional high school, in such areas as career selection and guidance, personal counseling, vocational preparation, and general life adjustment education. In addition, it will offer a job and a steady income for youths while they pursue more permanent and satisfying career options.

This proposal is being submitted at this time because a number of factors indicate that now is the time to begin such a program in Caldwell County. The Caldwell Career Education Project is now operating in the county under a grant from the Office of Education (H.E. W.) and under the sponsorship of the North Carolina Department of Public Instruction. The evening high school is a natural extension of that project which is being operated in cooperation with the public school systems in the county. The new

system of vocational counseling and the career education emphasis in the public schools will assure an adequate recruitment process for the evening high school. In addition, some funds will be available through the Career Education Project to assist with the school's operation during the first year. The close cooperation now being realized between all public education units in the county, with the Career Education Project serving as the focal point of joint efforts in this important field, affords a real opportunity for this additional step to be taken successfully at this time. In a real sense the evening high school will be an integral part of the cooperative career education efforts already undertaken by the public schools.

Although the problems which are being addressed are not new, it would seem that the time has come when this new and important step can be successfully taken in Caldwell County.

I. OBJECTIVES

A. To help school dropouts and students with special needs to complete their high school education while working to improve their family income.

B. To help youths with special abilities to experience success in educational and employment situations so that they may develop self-confidence and positive self-concepts.

C. To help youths with special needs to solve their problems and become economically self-reliant socially adjusted and effective citizens of the community.

D. To help all youths enrolled in the evening high school to make realistic decisions concerning career options and to motivate them to pursue long range career goals.

E. To help all youths enrolled in the evening high school to understand their community, its resources and opportunities.

F. To help all students enrolled in the evening high school to begin the process of realizing their fullest potential as human beings and of becoming all that they are capable of becoming.

For the purposes of evaluation, performance criteria will be established prior to implementation, subject to approval of the third party evaluators.

II. THOSE TO BE SERVED

The evening high school will serve dropouts and students with special needs who are residents of Caldwell County. Individuals who are 21 years of age, or older, will not be accepted. They will be referred to the regular programs offered by Caldwell Community College and Technical Institute.

All potential dropouts, those who are still attending public schools, will be identified and recommended by public school officials. The essential criteria for referral in this category will be the following:

A. Individuals which school teachers, counselors and principals believe are not benefiting from the traditional school program and will most likely drop out of school in the near future.

B. Individuals who are dropping out of school because of economic need or personal problems which make continued school attendance improbable or impossible (example: pregnancy).

C. Individuals whom school officials believe can benefit more from the evening high school than the traditional high school for some specific reason.

Those dropouts who have not reached the age of 18 will be enrolled in the evening school only if they present a letter of approval from their school principal.

Those dropouts between the ages of 18 and 21 will be approved by the selection committee prior to enrollment.

In all cases, youths who have special needs and abilities and those who are just dropping out of school (being referred by public school officials) will be given priority for enrollment. They will be individuals who have already dropped out or will soon drop out of school for any reason.

III. STUDENT SELECTION

A student selection committee will be established to screen and approve all applicants or referrals to the evening high school. The committee will be responsible for screening and selecting those individuals for enrollment on a basis of need and potential benefit.

The student selection committee will consist of representataves of Caldwell Community College and Technical Institute, the Caldwell County Public Schools, the Lenoir Public Schools and the Career Education Project staff.

IV. PROGRAM OUTLINE

Students enrolled in the evening high school will be expected to pursue an academic program designed to qualify them for an adult high school diploma (Iowa Test Educational Development). Each student will be tested upon entering the program to ascertain his level of achievement. He will then work at educational tasks designed to assure success. Positive reinforcement will be provided by the school's instructors and counselors. There will be no failures. Each student will work at his own pace, and every effort will be exerted by the staff to improve motivation for both academic and career achievement.

The program of instruction will begin at an hour convenient to full-time employees in local industry and business. The staff will assist each student to secure a

job commensurate with his talents and interests. The program of instruction will include orientation to the "world of work" as well as group counseling sessions on interpersonal relationships and job performance. The program will also include instruction in money management, budgeting, nutrition, driver education, etc. Familiarity with the community will also be stressed through field trips and visits from public officials and representatives of community agencies and organizations.

Special emphasis will be placed on career education and vocational counseling. Each student will be introduced to a full range of career options and will be assisted in making practical decisions relative to his own interests and capabilities. This will include a complete orientation to the offerings of the Community College itself.

In addition to vocational counseling, emphasis will be placed on life adjustment counseling and individual problem-solving. School dropouts need help, and they need the help of individuals who express authentic concern and will take the time necessary to deal with real problems. Group and individual counseling sessions will encompass such subjects as drug abuse, family relations and marital relations. Contacts with the students' families will be made when necessary. The necessity for environmental modifications will not be overlooked. Often the home or community

environment inhibits rehabilitation efforts and some intervention is necessary. When enough progress is made in changing negative attitudes and improving academic motivation and achievement, the student will be referred back to his high school principal for re-entry into the regular school program. This option will be positively presented to all students enrolled in the evening high school, especially to those who seem likely to make an adequate adjustment in the traditional school environment.

V. ORGANIZATION AND ADMINISTRATION

The evening high school will be administered by Caldwell Community College and Technical Institute through its Department of Continuing Education. Every resource of the college will be available to the high school program and staff. In addition, close cooperation and coordination with local public schools and the Career Education Project staff will be maintained. This is essential if the program is to be successful. Therefore, we recommend that an advisory committee be established as soon as possible. The committee should include representatives of all local school units, the Career Education Project, the Community College and local business and industry.

The advisory committee will have the following duties and functions:

A. To recommend policies to govern and guide the evening high school.

B. To serve as advocates for the evening high school within the cooperating educational units and in the community at large.

C. To assist the staff of the evening high school in securing resources and assistance available in the various educational units and in the community.

D. To facilitate coordination within the cooperating educational units and cooperation with local employers.

It is estimated that 350 to 400 students drop out of public schools in Caldwell County each year. Approximately one half of those students entering the first grade do not finish high school. Therefore, potential enrollment in the evening high school is sufficient to warrant rather massive plans to serve this large group. However, we prefer to do our planning on a more realistic basis——to begin small, profit from experience, allow the evening school concept to prove itself and expand as student demand requires.

We propose to begin the evening high school program in Lenoir, at a central location which is accessable to the largest potential student group in the county. After this center is established and functioning effectively, another center may be established in the Whitnel or Granite Falls area. We would anticipate limiting the enrollment of

each center to 50 students. Those enrolled will attend classes up to four evenings per week for approximately three hours each evening.

A lead teacher and two assistant teachers will be assigned to a group of 25 or 30 students. The instructor-pupil ratio will be approximately one to eight. In addition, one counselor-coordinator will be assigned to each group of approximately 50 students. The counselor-coordinator role will include job development, job placement and follow-up, in addition to the normal counseling functions.

A lead teacher will be a qualified North Carolina teacher, with certification in special education and/or experience in working with special needs students. He will be the instructional team leader with responsibility for planning the curriculum, developing instructional materials, methods and techniques and supervising the teaching assistants.

The assistants will help the lead teacher with all of the above tasks. They will be individuals with at least a high school diploma, with interest in, and aptitudes for, service careers. Individuals with experience will be given preference.

The director will be a qualified individual with proven ability to administer similar educational programs.

He will be responsible for overall administration, coordination and staff supervision. He will report to the Dean of Continuing Education at Caldwell Community College and Technical Institute.

Financial support from the Career Education Project will include salaries for the director and the counselor-coordinator. The Community College will support the additional staff salaries with its regular F.T.E., contingent upon approval by the State Board of Education.

Additional support and assistance will come from community service agencies; such as, Mental Health, Public Health, Social Services, Vocational Rehabilitation, Employment Security Commission, etc.

As the enrollment expands and additional staff is needed, additional support will be sought through traditional channels.

VI. TIMETABLE FOR IMPLEMENTATION

We propose the following timetable for initiating the evening high school program:

A.	July 25 - August 15	- Selection of the Director
B.	August 15	- Employment of the Director
C.	August 15 - September 15	- Planning and preparation
		- Selection of staff
		- Selection of facilities
		- Curriculum planning
		- Resource development
		- Establishment of advisory committee
		- Approval of policies and procedures
		- Establishment of student selection process
D.	September 15	- Employment of counselor-coordinator
		- Employment of lead teacher and assistants
E.	September 15 - Sept. 30	- Staff training and orientation
		- Selection of students
F.	October 1	- Open the Night High School Program